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R4803-2

MORE POVERTY
A new Congressional study has found that child poverty has reached the highest level in 20 years—22.2 percent or 13.8 million—and the majority of these children are minority and members of families headed by females.

See Page 5.

HIGHER PAY
A measure that would raise the minimum salary for New Jersey teachers to $18,500 is stalled in the legislature because the governor and lawmakers have been unable to agree on whether the state or local districts should pay for the raises.

See Page 6.

FEWER DEDUCTIONS
Despite the President's call for major tax reform, the Administration plans to send the Congress a tuition-tax-credit bill and that has created "strategic problems" for the Secretary of Education and other supporters of the proposal.

See Page 10.

EDUCATION WEEK

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Day-Care Centers Rocked By Rising Insurance Costs

High Premiums, Cancelled Policies May Close Many

By Anne Bridgman

Faced with what they say is their worst year in memory and concerned with continuing reports of child abuse in day care centers, insurance companies are raising premiums of child-care providers and even cancelling their policies.

As policies come up for renewal, child-care experts say, providers are finding that insurance carriers have tripled and quadrupled the premiums and, in some cases, are cancelling policies altogether, forcing centers to close.

What many day-care experts characterize as a "very serious problem" in the industry comes at a time when mothers of young children are entering the workforce in unprecedented numbers. Almost half of the nation's estimated 12.5 million women aged 18 to 44 with children under 5 are classified by the Census Bureau as working mothers.

Within five years, the government estimates that 80 percent of children under 6 will have mothers in the workforce, many of whom will be hard pressed to find adequate and affordable day care.

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U.S. 'Dipscam' Nets Diploma Hawkers; Educators Named

By Linda Chion-Kenney

Charlotte, N.C.—Four men charged in a diploma-mill operation that sold thousands of bogus college degrees in education, business, engineering, medicine, and theology pleaded guilty here last week to federal fraud charges.

The case is the latest in a series of prosecutions stemming from a nationwide federal investigation agents called "Dipscam" (for diploma scam) that began in 1980. *(See Education Week, May 25, 1983.)*

According to Otho Allen Exell Jr., special agent for the Federal Bureau of Investigation in Charlotte, the case is "the most so-

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'We Aren't Doing Right by Kids'

'Horace's Company': Forging An 'Essential' High School

By Tom Mirga

Houston—By many commonly used benchmarks, Westbury High School, located in a comfortable residential neighborhood, ranks near the top among this city's comprehensive high schools.

Last year, the average Westbury student scored one to two years above his expected grade level on state achievement tests, while districtwide, average student scores were slightly below expected grade levels. The teaching force is experienced, and attendance rates for students and faculty are high.

Westbury's students appear extremely well behaved, hallways are empty during class periods, and teachers seem to be in firm control of their charges. The building shows signs of wear and tear after some 20 years of service, but it is clean and apparently free from the ravages of vandalism.

About two-thirds of the school's graduates go on to postsecondary education—most of them to Rice, the University of Houston, the University of Texas at Austin, or Texas A & M.

All in all, Westbury's would seem to be a success story—a desegregated urban high school that works, the kind of place that one would like to attend, teach at, or administer.

But after three years of soul-searching and a few less-than-successful experiments in school reform, Westbury's teachers and administrators concluded that their "very good" school isn't so good after all. Bureaucratic rules and lock-step lesson plans, they say, have frustrated the efforts of teachers and learners alike.

Last month, with the city school board's blessing and $50,000 in seed money, the school embarked on a new experiment that aims to convert Westbury

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CHANGING COURSE
An occasional series on the effects of the reform movement

Bills Patterned After Federal Hatch Act Pressed in States To Spur 'Discussion'

By Anne Bridgman

In at least eight states, lawmakers have introduced legislation in recent months that would prohibit public schools from involving students in certain state-sponsored programs of research or psychological testing without parental consent.

Three of those bills have been defeated, another was vetoed by the governor, and the sponsors of others acknowledge that their bills are unlikely to be approved. But supporters point to their introduction this session as "a testing of the waters" in preparation for passage in subsequent legislative sessions.

Said Richard F. Davis, sponsor of a pupil-protection bill in Delaware: "If we can't get it through this year, it will still be around next year."

The bills still pending in Delaware, North Carolina, and South Carolina are state-level versions of the controversial federal Hatch Amendment, which prohibits schools from requiring students to submit without parental consent to federally funded "psychiatric or psychological experimentation, testing, or treatment." U. S. Education Department regulations, which went into effect last fall, further defined certain portions of the amendment.

A pending bill in California seeks even more specific language defining those areas in which schools would be prohibited from questioning students without parental permission.

Parental Consent

Most of the state bills are worded similarly. They state that school officials must allow parents to inspect the instructional materials—teachers' manuals, films, tapes, or other materials—to be used in any state-funded program of research or experimentation.

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Lewis M. Branscomb

New Panel's Goal: To Make Teaching 'True Profession'

Carnegie Effort To Be Led By I.B.M.'s Chief Scientist

By Cindy Currence

The Carnegie Forum on Education and the Economy this week announced the appointment of a 14-member panel to develop within the next year a "blueprint to make teaching a true profession."

Leaders of the two major teachers' unions, business leaders, and policymakers will serve on the new "Task Force on Teaching as a Profession," which will be headed by Lewis M. Branscomb, chief scientist of the International Business Machines Corporation.

Stem Decline in Quality

According to David A. Hamburg, president of the Carnegie Corporation of New York and chairman of the Carnegie Forum, the new task force will make recommendations next spring on how to prevent "a decline in the quality of education" that threatens to accompany the impending teacher shortage. And he said the foundation is prepared to provide support to help implement the recommendations.

Dr. Hamburg said in a statement that "strong consideration will be given to innovative ideas recently put forward to strengthen the teaching profession, including proposals for new teacher examinations, new approaches to teacher education, and ideas for restructuring the organiza-

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IN SUMMARY

What Makes It Tick?
A class of gifted 4th, 5th, and 6th graders in Philadelphia decided to find out how computers work by building one from scratch using surplus parts and technical manuals. **Story on Page 7.**

Open Admissions in California
A state commission has recommended that students should have the opportunity to enroll in schools outside their neighborhoods and near their parents' places of employment. **Story on Page 7.**

Ending Sessions
Arizona legislators increased this year's education budget by $80-million, but Alaska's lawmakers cut the state's general-fund aid to elementary and secondary education. **Story on Page 8.**

A Note of Frustration
The chairman of a House committee has criticized the Secretary of Education for not presenting his plans for the reorganization of the National Institute of Education. **Story on Page 10.**

Clearing Hurdles
A major civil-rights bill, intended to nullify the Supreme Court's *Grove City* decision, passed two House committees last week and was on its way to another vote in the House. **Story on Page 11.**

Hold the Pizza
The Agriculture Department will not renew a two-year-old program that provides surplus food to schools after it has been converted to products suitable for school-lunch programs. **Story on Page 11.**

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"Jobs and Education," Bill Honig, California Superintendent of Public Instruction.
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THE WEEK

FEDERAL

Safety Center Gets New Chief After Staff 'Rebellion'

The director of National School Safety Center, a key component of the Reagan Administration's effort to promote school discipline, has been relieved of his main administrative responsibilities, following staff turmoil that resulted from his dismissal of three employees.

In a May 16 announcement, Pepperdine University, which administers the federally funded center in Sacramento, announced that Ronald D. Stephens, an associate professor of education at Pepperdine and the official who has overseen the grant, had been appointed executive director responsible for "overall administration and personnel operations."

George Nicholson, who was relieved of some of his duties, will remain as director and chief counsel for the major programs of the $3.95-million center, which was established in March 1984 under a two-year, noncompetitive federal grant.

In a related development, the General Accounting Office, the Congress's watchdog agency, is now investigating the safety-center's effectiveness and recent problems at the request of Senator Arlen Specter, Republican of Pennsylvania and chairman of the juvenile-justice subcommittee.

Senate Panel Clears Anti-Busing Measure

Federal district and appeals courts would be barred from ordering busing for desegregation purposes under a measure recently approved by a Senate panel.

The Senate Subcommittee on the Constitution voted 4 to 1 on May 15 to approve the proposed public school civil-rights act of 1985, S 37. The measure now goes to the chamber's Judiciary Committee.

The bill would prevent federal courts other than the U. S. Supreme Court from entering orders requiring the busing of students in future school-desegregation cases. It is identical to a bill passed by the subcommittee last year but never acted on by the full Judiciary Committee. The Senate approved a version of the proposal in 1982 as an amendment to a Justice Department authorization bill, but that measure was never acted on by the House.

Programs for Poor Win Inflation Hike In House Budget

The Democratic-controlled House, in a 258-170 vote, last week passed a fiscal 1986 budget blueprint that would allow education and job-training spending for the disadvantaged to rise at the rate of inflation next year.

The chamber's budget would cut the federal deficit by $56 billion next year, according to Representative William H. Gray 3rd, Democrat of Pennsylvania and chairman of the Budget Committee, which drafted the plan.

Republicans, however, have challenged this claim.

The Republican-controlled Senate's initial budget resolution is also supposed to trim the deficit by $56 billion, but it would cut deeper into domestic spending—freezing education spending without an inflation factor—and would provide for more military spending.

Under the House-passed resolution, budgets would rise with inflation for Chapter 1, Head Start, education for the handicapped and vocational rehabilitation, special-education programs, Indian education, and some higher-education and job-training programs.

NATIONAL

TV Series To Build Children's Math Skills

The Corporation for Public Broadcasting has awarded the Children's Television Workshop a grant of up to $3 million to produce a major new television series to help children improve their mathematics skills.

The C.T.W., creator of "Sesame Street," "The Electric Company," and "3-2-1 Contact," plans to develop a 65-part series for 8- to 12-year-olds designed to supplement classroom instruction. The series, to run on public broadcasting stations weekdays in the late afternoon, will première in the fall of 1986 or early 1987.

The half-hour programs will focus on basic mathematical concepts and problem-solving techniques, according to C.T.W. officials, who for the past year have been assessing the mathematical awareness and educational needs of the target audience. They will test five pilot segments of the program this summer before proceeding with the full $13.6-million series.

News Foundation Launches Project To Combat Illiteracy

The Gannett Foundation has announced a $300,000 nationwide project to help fight adult illiteracy.

The project, designed to coincide with the foundation's 50th anniversary, will provide grants to programs in local communities, with an emphasis on increasing the number of literacy tutors and students.

Officials of the Rochester, N.Y., foundation said $200,000 will be earmarked for communities that are served by newspapers, broadcast stations, and other subsidiaries of the Gannett Company. Half of the $200,000 will be awarded to local chapters of Literacy Volunteers of America. The other half will be divided among local Laubach Literacy Action chapters, libraries, job-training programs, adult-education programs, prisons, and other literacy groups.

Local literacy organizations are invited to apply for individual grants of up to $10,000, which will be awarded on a first-come-first-considered basis by local Gannett Company affiliates.

Officials of the Syracuse, N.Y.-based Literacy Volunteers of America said their national staff will try to locate communities that have no existing programs in order to establish new chapters.

The other $100,000 will be used by the Gannett Foundation to support national literacy programs, including a project designed to integrate computers into adult-literacy instruction, and to help with the development of a daily 15-minute television program offering literacy instruction that will be made available to public television stations around the country.

STATES

Pennsylvania Officials Back Stricter Rules For Teacher Training

For the first time in 15 years, the Pennsylvania Department of Education has endorsed more stringent standards for approving the state's 88 teacher-training institutions.

"Some of the standards are entirely new, and many were revised to be more specific than current standards about what should be included in a teacher-education program," Margaret A. Smith, the state's education secretary, said in a prepared statement.

"The standards," she added, "will be used to create competency tests that, starting in 1987, all teachers will be required to pass before they can be certified."

The standards include both general provisions that apply to all teacher-education programs and specific provisions that apply to each of the nearly 100 areas of certification, such as social studies, mathematics, and science.

New provisions in the general standards require a minimum of 12 weeks of student teaching; a general-education program that includes

FORUM

Jobs and Education

by Bill Honig
California State Superintendent of Public Instruction

Bill Honig

The correlation between education and earning power has been amply documented over the years. The general rule is: The higher the level of academic attainment a given individual achieves, the more money he or she is likely to command in the marketplace. But what about the macroeconomic picture? Does society really need to train the majority of youngsters to high levels of academic excellence? By consensus, educators have long answered that question in the affirmative. Recent studies by the National Academy of Sciences (*High Schools and the Changing Workplace*, Washington, D.C., 1984) and by the College Board (*Academic Preparation for the World of Work*, New York, July, 1984) reach remarkably consistent conclusions. Specifically, both groups found that our economy is heading in the direction of higher skill levels for employees and that job opportunities in the future will favor the well-educated.

Recently, however, a pair of researchers affiliated with the Stanford University School of Education, Russell W. Rumberger and Henry M. Levin, released a report coming to the opposite conclusion. The document, *Forecasting the Impact of New Technologies on the Future Job Market* (Project Report No. 84-A4), from the Institute for Research on Educational Finance and Governance at Stanford, focused on Bureau of Labor Statistics (BLS) projections of future employment in the United States. It argued that future job growth will favor service and clerical jobs that require little or no postsecondary schooling and that pay below-average wages. This analysis—undercutting as it did one of the fundamental rationales for a stronger academic curriculum—caused quite a bit of soul-searching in educational circles. In this article I would like to review the important issues the report raised and suggest an alternative interpretation of the BLS jobs forecast.

Rumberger and Levin's argument, in essence, is that the impact of high technology industries and occupations has been oversold. They correctly point out that, even broadly defined, high tech industries employ only 15 percent of the work force. While they concede that the highest rate of job growth in the economy will be in the glamorous high tech occupations, they contend that the largest absolute growth will continue to occur in the familiar lunch-bucket, low-education occupations. To buttress this point, they present in Table 4 of their report a list of the 10 fastest-growing job categories, both relatively and absolutely, based on BLS projections through the year 1995. The table shows that the fastest relative growth is predicted to occur in job categories such as computer systems analyst, legal assistant, electrical engineer and so on. But the largest absolute growth will be in building custodians, cashiers, secretaries and truck drivers. The message from the BLS figures is clear, according to Rumberger and Levin. "Not only will high tech provide few job opportunities in the future economy," they write, "but most new jobs will require no postsecondary schooling and will pay wages significantly lower than the average."

Rumberger and Levin's table is misleading for two reasons. In the first place, the table is biased towards the broadest job classifications. For instance, the job description "custodian," which makes the top-ten list for most openings, is a catchall. The BLS breaks down the job description of engineer much more discretely. If you add up all the engineering categories in the BLS forecast, you find that there will be 420,000 new jobs in this field by 1995—putting it in the top range. In the second place, you can't look at just new jobs to evaluate the education required of today's students. Total job openings are made up of both newly created jobs and net replacements. Even slow-growing groups require large numbers of replacements. To take an example from my area of expertise, secondary school teachers don't show up in Rumberger and Levin's Table 4 since they will grow by only about 100,000 new jobs by 1995. But since there are currently a million secondary school teachers, there will be an additional 500,000 openings in this field by 1995, assuming a typical 4 percent per annum retirement and attrition rate.

A better way to read the BLS projections is to look at the aggregate data and see what they say. Using 1982 as the base year, the BLS reports that 101.4 million Americans were working. By broad categories, there were 16.6 million professional; 9.5 million managerial; 7 million sales; 19 million clerical; 11.5 million craft; 16.2 million service; 13 million operatives; 5.9 million laborers; and 2.7 million farm. Based on my estimate of Department of Labor job categories, 38 percent of the 1982 work force required high levels of education and training (see Table A). Between 1982 and 1995, according to the BLS, 58.6 million job openings (including new jobs and net replacements) are projected to become available (see Table B). Of these (and using the same assumptions as in Table A), 27.1 million—or 46 percent of the total—are expected to require higher levels of academic preparation. In other words, broadly interpreted, the data show that we are moving from a work force in which 38 percent have the computation, speaking, writing and thinking skills associated heretofore with the college-bound to a labor market in which nearly half the new hires will be expected to be so qualified. That's a significant trend—and a clear indicator to the public schools. Making allowances for possible underprojections and making sure to maximize the opportunities for our young people, I conclude from the BLS projections that we should be attempting to educate at least two-thirds to three-quarters of our students to these higher levels of academic achievement.

TABLE A

Education and Training Required for U.S. Jobs, 1982

Job category	*Total**	*Level required*	
		High	*Low*
Professional	16.6	16.6	—
Managerial	9.5	9.5	—
Sales	7.0	2.0	5.0
Clerical	19.0	3.8	15.2
Craft	11.5	3.5	8.0
Service	16.2	1.5	14.7
Operatives	13.0	—	13.0
Laborers	5.9	—	5.9
Farm	2.7	1.5	1.2
Total	101.4 (100%)	38.4 (38%)	63.0 (62%)

*In millions.

Interestingly enough, predicting a low-skills employment future, as do Rumberger and Levin, merely updates a social prophecy originally made by Karl Marx—that the capitalist system would inexorably force more and more workers into low-paying jobs or out onto the streets, setting the state for a proletarian revolution. Marx was wrong, as the growth of the huge middle class in the United States and Western Europe attests. He failed to anticipate the genius of the free market system to adapt to technological change by reinvesting in new products and services the wealth it helped create, thus generating more jobs and continuing the upward spiral of economic prosperity.

From the loom-smashing Luddites of 18th century England to the present, every time a technological innovation that threatened to change business as usual was introduced, there have been experts around to foresee imminent disaster. And, history shows, every time they have been proved wrong. But, in the most remarkable statement of their treatise, Rumberger and Levin suggest that this time "history may tell us very little about the future." Why so? Because the industrial and agricultural revolutions only replaced muscle power. But future technologies "could greatly reduce the mental demands of work in virtually all sectors of the economy."

Maybe, but I sincerely doubt it. Anyone who has ever worked with computers knows that the machines are *idiots savants*. They are unparalleled at performing their limited tasks but totally incapable of the judgments and creative intelligence that make human employees valuable. And, the experience of businesses that rely extensively on computers seems to be bearing out this point of view. In March, 1985, Adia Personnel Services of Menlo Park, California, conducted a survey of almost 1,000 companies in eight countries, asking what effect office automation had had on their staffing. The answer: "Although the total number of jobs did not change, many lower-level office workers were laid off and replaced by more skilled personnel." A recent report by a major insurance company examined the reading level of the material that a variety of their employees—secretaries, clerks, typists—were expected to comprehend. It turned out that the expectations were quite high. The conclusion is inescapable: To bet on a low tech future would be foolish, unfair to our children, and dangerous to the economic health of this country.

TABLE B

Projected U.S. Job Openings, 1982—1995

Job category	*High educational requirements*		*Low educational requirements*	
	*New jobs**	*Replacement jobs**	*New jobs**	*Replacement jobs**
Professional	5.2	6.6	—	—
Managerial	2.7	4.5	—	—
Sales	0.6	0.7	1.4	1.3
Clerical	2.0	1.1	3.0	4.4
Craft	1.1	1.3	2.0	2.1
Service	0.4	0.4	4.1	3.6
Operatives	—	—	1.1	4.0
Laborers	—	—	2.4	1.8
Farm	(0.1)	0.6	(0.1)	0.4
Subtotal	11.9	15.2	13.9	17.6
Total, high requirements	27.1 (46%)			
Total, low requirements	31.5 (54%)			
Total, job openings	58.6 (100%)			

*In millions.

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